

The University of Chicago

MEASURABLE CHANGES IN ATTITUDE
RESULTING FROM THE
USE OF DRAMA IN WORSHIP

A PART OF A DISSERTATION SUBMITTED
TO THE FACULTY OF THE DIVINITY SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

DEPARTMENT OF PRACTICAL THEOLOGY

1933

By
RUTH KRUMREIG HILL

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CHAPTER I

PROBLEM AND METHOD

This investigation was undertaken in the conviction that if the religious drama movement can make a genuine contribution to procedures of religious education, that conclusion should be definitely established on the basis of objectively gathered data.

I. OBJECT OF THE INVESTIGATION

The object of the study was to discover first whether the common assumption is justified that those who participate in and witness drama when used as a part of a worship service, experience a change of attitude, and secondly, whether these changes in attitude can be measured. It was felt that any considerable advance in the development of dramatic procedures for worship waits upon the discovery of means for ascertaining the values derived from such drama as is regarded as religious and upon the consequent introduction of control into dramatic procedures.

II. METHODS USED

It was decided to split up the investigation into three unit experiments. Each experiment involved the presentation of three dramas at three successive worship services in some established place of worship. Each drama was imbedded in an appropriate order of song, scripture and prayer. Each item of this enveloping ritual was related to the drama both preparing for it and also afterwards celebrating the solution or truth presented by the drama. The dramas were chosen so that the three involved in each

unit would present the same general truth, while portraying a unique and particular segment of life. Each drama revealed a specific conflict situation in one general area of difficulty.

A test or tests which involved either the endorsement or rejection in varying degrees of statements of opinion were used before the dramas began, to secure a registration of opinion in the conflict area. The same test or an equivalent form of the test was used to learn the opinions of the same persons on the same issues after they had witnessed or participated in these dramatic services of worship.

Control groups were set up in the three churches or neighborhood church, by subjecting persons not likely to see the plays to the same double registration of opinion, allowing the same period of time to elapse between testings for the control group as elapsed for the players or audience between registrations of opinion. Thus, by the use of roughly equated group technique, a natural yet controlled situation was arranged for each experiment. The response planned for was experimental directed in type because there seemed at hand no technique for securing a natural controlled response and an undirected response would have no value for purposes of scientific investigation.

III. CHOICE OF DRAMAS

For the first unit of the investigation, three plays were chosen which treated of specific situations in the general conflict area of race relations. Drama 1, designated as CH throughout this discussion, presented the problem of the Chinese student in America and the Oriental attitude to the missionary as a representative of Western civilization.¹ Drama 2, designated as RU, presented the lovable characteristics of the Russian peasants, their

¹Irene Taylor McNair, The Color Line, The Missionary Education Movement, 150 Fifth Avenue, New York City.

tender human qualities revealed in their struggle for food, clothing, companionship, and their assurance of the guidance of God.¹ Drama 3, designated by the symbol PO,² portrayed the difficulties facing a group of Jewish immigrants from Poland, upon seeking entrance to America. These three dramas dealt with specific situations in the general area of racial difficulties.

The second unit was set apart for a more intensive study of the trilogy of plays used in the first unit. In this unit, PO was presented first, RU second and CH third.

For the third unit, three dramas were chosen which set forth the general area of difficulty which may be subsumed under the heading--the treatment of the criminal. The first drama CRL³ of the third unit portrayed the possibility of redeeming the criminal by giving him the chance which mercy and not justice would demand. The second, CAP,⁴ treated of the evil of capital punishment and portrayed its future abolishment. The third, designated as GOO,⁵ set forth the goodness to be found in the criminal, while not denying the evil to be found there also.

IV. SUBJECTS OF THE STUDY

To safeguard the naturalness of the situation, the subjects used in each unit of the investigation were the folks who usually assemble at a stated place of worship. The dramatic services of

¹Virginia Church, What Men Live By, Walter H. Baker Co., Boston, Mass.

²Elma Levinger, At the Gates, The Union of American Hebrew Congregations, Cincinnati, Ohio.

³Norman McKinnel, The Bishop's Candlesticks, Samuel French Inc., 25 West 25 Street, New York.

⁴Laurence Housman, The New Hangman, Samuel French, Inc.

⁵Holworthy Hall and Robert Middlemass, The Valiant, Longmans Green Co., 55 Fifth Avenue, New York.

worship accordingly were held at the customary place of worship and at the customary time of worship. The evening service was chosen (1) because better adapted for lighting effects contributory to the most successful dramatic production and (2) because the worshippers in the churches were more accustomed to innovations in worship at the evening service.

1. Audience. The audience in Units I and II was made up of the regular Sunday evening group plus those who were attracted by the special dramatic feature. There were present in the audience persons of both sexes, varying in age from babies to gray-bearded men, and women of corresponding age; adults, however, predominated in the group. The third unit involved the study of the group which assembles for worship for the Young People's Society meeting, just preceding the regular Sunday evening service for the whole church.

2. The Players. The players, a term which includes both the actors and members of the production staff, were chosen from the young people's groups of the church in which the dramas were presented. In Units I and II, the young people producing the dramas were of two age groups, (1) high-school age, (2) above high-school age. The players of Unit III were, with three exceptions, above high-school age and an older group on the whole than those comprising the players in Units I and II.

3. Control Groups. The subjects constituting the control groups had to be people of like general tendencies to those constituting the experimental groups, on the whole representative of the kind of persons who composed players and audience. In Units I and III the control group subjects secured were persons attending the same church but not accustomed to worship in the evening. In Unit II, persons worshipping in neighboring churches furnished

the control groups. The territory represented by these persons had a sufficiently homogeneous population of rural people to warrant going (1) outside of the two churches presenting the dramas and (2) outside of the central community to secure the control group subjects. The object was to secure loosely or freely equated groups, since the nature of the experiment and the necessity for a natural situation made it impracticable to equate the groups in a closely graded way by the application of measures for intelligence, age and socio-economic status.

V. EXTENT OF THE SAMPLING

The pairs of tests used in this investigation were secured from three hundred sixty-six subjects; seventy nine of these were players, one hundred eighty six were members of the audience and one hundred one were control group persons.

VI. MEASURING INSTRUMENTS

The instruments which were chosen, measure attitude in so far as the endorsement or rejection of opinions may be regarded as indices to attitudes. The reading of the test items was regarded as the stimulus setting off the habitual emotional reaction, the tendency to act positively or negatively in the situation described in the item.

The tests used were:

1. Watson's test, "Opinions on Race Relations."
 2. Bogardus' test, "Social Distance."
 3. Wang and Thurstone's "Attitude toward the Treatment of Criminals."
 4. Peterson's "Attitude toward Capital Punishment."
- The former two tests mentioned were used in Units I and II. The latter two tests were administered in Unit III.

VII. INTERPRETATIVE DEVICES

The devices used for the interpreting of the data and validating of the findings were (1) the forum, (2) the interviews and (3) the extra-data sheet. The forum was conducted in each unit with the young people of the church. It followed the presentation of the dramas and preceded the second registration of opinion. The interviews were conducted in the second unit. The objective verbatim reports of interviews held with nineteen persons selected (1) for representativeness of the group being sampled and (2) so as to illustrate differing and contrasting ways of response to the dramas, as indicated by the tests, and (3) with respect to relative ease of securing the interview, constituted the second interpretative and validating device. Moreover, an extra-data sheet was devised for the purpose of discovering what dramas the subject had witnessed and whether the individual had been influenced to any change of attitude by such extraneous factors as books read and lectures heard during the period between testings.¹

¹The findings of the Extra-Data Sheet, as related to the isolation of the experimental factor are presented in Chapter II of "Measurable Changes in Attitude Resulting from the Use of Drama in Worship," by Ruth Krumreig Hill.

CHAPTER II
FINDINGS AND CONCLUSIONS

I. SCORING

The Watson test "Opinions on Race Relations" was scored in two ways: (1) for the Watson corrected score and (2) for the shift score.

1. Watson Corrected Score. Each item before which an "All" or "No" was encircled by the subject, received a prejudice score which in turn was designated either as a liberal or a conservative prejudice score, in accordance with the key provided in the instructions of the test. So that each test paper received three scores: (a) a total prejudice score, (b) a conservative prejudice score and (c) a liberal prejudice score. Only those items marked in some way were taken account of in the scoring. Further, the score for each item of an individual test was obtained by dividing one hundred percent by the number of marked statements.¹

2. Shift Score. The possible shift scores on any one item of the test were + 1, + 2, + 3, + 4, - 1, - 2, - 3, - 4. The scoring may be illustrated by the first item of the test:

Before dramas were presented the subject marked the item,

(All) Most Many Few No--Jews will cheat in order to get the best of a bargain.

After dramas were presented, the subject marked the item,

¹See the complete dissertation "Measurable Changes in Attitude Resulting from the Use of Drama in Worship," by Ruth Krumreig Hill, for corrected score data of all subjects and groups used in the experiments.

All Most (Many) Few No--Jews will cheat in order to get the best of a bargain.

Thus, the subject advanced two positions in the positive or liberal direction and was therefore scored + 2. When the movement was in the negative or conservative direction, this fact was indicated by prefixing the minus sign before the numeral. The total shift scores on all statements (a) for the experimental and control groups and (b) for the mean shift score of the group were obtained; also, (c) the mean shift for a group on each item of the test.¹

The two tests used in Unit III, edited by Thurstone, were scored by assigning the scale value of the median position endorsed by each subject. Each of these two attitude scales were only eleven intervals in length.

The Bogardus "Social Distance" test was used only in Unit II and with the thirty-one players. The highest correlation obtained between the Bogardus and Watson tests was $\pm .42$ when the conservative prejudice score differences of the latter test were correlated with the Range Index and Distance Index differences of the former.

II. CHANGES OBSERVED

1. Players. The players lost prejudice in greater degree than did their control group. That is, there was a very definite change of attitude shown by the players. When the control group correction had been made, the changes of attitude in Units I and II, in terms of the Watson corrected score, were observed to be:

UNIT I

Mean Loss of Total Prejudice	9.44 %
Mean Loss of Conservative Prejudice	4.95 %

¹See Appendix of complete thesis for the tables of shift score data for each subject and group.

Mean Loss of Liberal Prejudice 4.49 %

UNIT II

Mean Loss of Total Prejudice 4.19 %

Mean Loss of Conservative Prejudice 6.92 %

Mean Gain of Liberal Prejudice 2.73 %

Tables I and II, pages 10 and 11, summarize the mean losses and gains for all the experimental groups of Units I and II in terms of the Watson corrected score. Tables III and IV, pages 12 and 13, summarize the mean losses and gains of these units in terms of the shift score. It will be observed that Table V, page 14, gathers together the data for the experimental groups in Unit III and presents the mean gains and losses with reference to the eleven point scale of the Thurstone tests.

2. Audience. A study of these tables will reveal the fact that the members of the audience also lost prejudice in greater degree than did their control group. The shift score returns for the audience in the two units were:

UNIT I

Shift Score for the Whole Group + 93.00

Mean Shift Score Change + 1.98

Mean Shift Score Change with Control Group
Correction + 7.59

UNIT II

Shift Score for the Whole Group +187.00

Mean Shift Score Change + 1.72

Mean Shift Score Change with Control Group
Correction + 4.94

Further, the findings of the forums and of the interviews supported the test results with respect to the fact of change of attitude on the part of the experimental groups.

TABLE I

PERCENTAGES OF MEAN LOSSES AND GAINS IN PREJUDICE PER PERSON
UNIT I
CORRECTED SCORE--WATSON TEST

Group	No. of Cases Used	Mean for Total Prejudice	Total Prejudice Mean minus Control Group Mean	Mean for Conservative Prejudice	Cons. Prej. Mean minus Control Group Mean	Mean for Liberal Prejudice	Liberal Prej. Mean minus Control Group Mean	Total Gain in Liberal Direction
Players & Production Staff	25	-11.66	- 9.44	- 6.66	-4.95	-5.00	-4.49	+0.46
Older Players	11	-12.26	-10.02	- 7.99	-6.27	-4.28	-3.76	+2.51
Younger Players	14	-11.19	- 8.95	- 5.81	-4.09	-5.38	-4.86	-0.77
Actors	17	-12.20	- 9.96	- 7.89	-6.17	-4.32	-3.80	+2.37
Production Staff	8	-10.50	- 8.26	- 4.38	-2.66	-6.12	-5.60	-2.94
Entire Audience	47	- 9.73	- 9.40	- 4.85	-4.74	-4.88	-4.72	+0.02
Audience Seeing 3 Dramas	31	-10.17	- 9.69	- 4.50	-4.18	-5.67	-5.51	-1.33
Audience Seeing 2 Dramas	12	-10.41	- 9.93	- 7.21	-6.89	-3.20	-3.04	+3.85
PO & RU	3	- 7.13	- 6.65	- 8.29	-7.97	+1.17	+1.01	+8.98
CH & PO	9	-11.51	-11.03	- 6.86	-6.54	-4.65	-4.49	+2.05
Audience Seeing 1 Drama	4	- 4.25	- 3.77	- 0.36	-0.04	-3.89	-3.74	-3.70
Control Group for Players & Staff	12	- 2.24		- 1.72		-0.52		
Control Group for Audience	13	- 0.48		- 0.32		-0.16		

TABLE II

PERCENTAGE OF MEAN LOSSES AND GAINS IN PREJUDICE--UNIT II
CORRECTED SCORE--WATSON TEST

Group	No. of Cases Used	Mean Loss for Total Prejudice	Total Prej. Mean minus Control Group Mean	Mean Loss or Gain of Conservative Prejudice	Cons. Prej. Mean minus Control Group Mean	Mean Loss for Liberal Prejudice	Lib. Prej. Mean minus Control Group Mean	Net Mean Gain in Liberal Direction
Players	33	- 6.39	-4.19	-3.98	-6.92	-2.41	+2.75	9.65
Older Players	18	- 5.71	-3.51	-4.36	-7.30	-1.35	+3.79	11.09
Younger Players	15	- 7.20	-5.00	-3.51	-6.45	-3.69	+1.45	7.90
Actors	19	- 6.60	-4.40	-4.60	-7.54	-2.01	+3.13	10.67
Production Staff	14	- 6.10	-5.90	-3.13	-6.07	-2.96	+2.18	8.25
Entire Audience	109	- 7.55	-6.24	-4.21	-6.18	-3.34	-0.07	6.11
Audience Seeing 3 Dramas	52	- 6.4	-5.09	-3.3	-5.27	-3.1	+0.17	5.44
Audience Seeing 2 Dramas	33	- 8.68	-7.37	-4.39	-6.36	-4.29	-1.02	5.34
PO & RU	14	-10.86	-9.55	-7.35	-9.32	-3.51	-0.24	9.56
OH & PO	19	- 7.1	-5.79	-2.2	-4.17	-4.87	-1.60	2.57
Audience Seeing 1 Drama	24	- 8.48	-6.62	-5.94	-7.35	-2.54	+0.73	8.08
Control Group for Players	30	- 2.20		+2.94		-5.14		
Control Group for Audience	18	-1.31		+1.97		-3.27		

TABLE III

SUMMARY OF SHIFT SCORE RETURNS--UNIT I
WATSON TEST

Group	Number of Cases	Shift Score for the Whole Group	Average Number of Shift Points per Person	Shift Score per Person with Control Group Correction
Older Players	11	+ 41	+3.73	+0.48
Younger Players	13	- 39	-3.00	-6.25
All Players	25	+ 2	+0.08	-3.17
Actors only	17	+ 15	+0.76	-2.49
Production Staff only	8	- 11	-1.37	-5.62
Audience Seeing 1 Drama	4	+ 1	+0.25	-3.00
Audience Seeing 2 Dramas	12	+ 26	+2.17	+7.76
Audience Seeing 3 Dramas	31	+ 66	+2.13	+7.74
Entire Audience	47	+ 93	+1.98	+7.59
Both Audience & Players	72	+ 95	+1.32	+2.68
Players' Control Group	12	+ 39	+3.25	
Control Group for Audience	13	- 73	-5.61	
Both Control Groups	25	- 34	-1.36	

TABLE IV

SUMMARY OF SHIFT SCORE RETURNS--UNIT II
WATSON TEST

Group	Number of Cases	Shift Score for the Whole Group	Average Number of Shift Points per Person	Shift Score per Person with Control Group Correction
Older Players	18	+ 77	+4.28	+9.51
Younger Players	15	+ 5	+0.33	+5.56
All Players	33	+ 82	+2.52	+7.75
Actors only	19	+ 61	+3.21	+8.44
Production Staff only	14	+ 21	+1.50	+6.73
Audience Seeing 1 Drama	24	+ 26	+1.83	+5.05
Audience Seeing 2 Dramas	33	+ 27	+0.82	+4.04
Audience Seeing 3 Dramas	52	+154	+2.96	+6.18
Entire Audience	109	+187	+1.72	+4.94
Both Audience & Players	142	+289	+2.04	+6.52
Players' Control Group	30	-157	-5.23	
Control Group for Audience	18	- 58	-3.22	
Both Control Groups	48	-215	-4.48	

TABLE V

SUMMARY OF CHANGE OF ATTITUDE IN UNIT III
THURSTONE TESTS

Group	Number of Cases Used	Shift Gain + Loss - Liberal Direction Treatment of Criminals	Shift with Control Group Correc- tion Crime	Shift Gain + Loss - Liberal Direction Capital Punishment	Shift with Control Group Correction Capital Punishment
Younger Players	3	+0.84	+0.05	-0.34	+0.19
Older Players	18	+0.51	-.28	-0.25	+0.28
All Players	21	+0.56	-.23	-0.26	+0.27
Actors only	15	+0.56	-.23	-0.21	+0.32
Production Staff only	6	+0.53	-.26	-0.34	+0.19
Audience Seeing 1 Drama	5	+0.53	-.23	-0.22	-.50
CRL	3	-0.20	-.96	-0.09	-.37
GOO	2	+1.25	+0.49	-0.42	-.70
Audience Seeing 2 Dramas	19	+0.75	-.01	-0.15	-.43
CRL & GOO	12	+0.75	-.01	-0.12	-.40
CRL & CAP	7	+0.73	-.03	-0.19	-.47
Audience Seeing 3 Dramas	7	+0.41	-.35	-0.10	-.38
Entire Audience	30	+0.63	-.13	-0.15	-.43
Both Audience & Players	51	+0.60	-.18	-0.19	-.07
Players' Control Group	14	+0.79		-0.53	
Control Group for Audience	14	+0.76		+0.28	
Both Con- trol Groups	28	+0.78		-0.12	

III. FACTORS EFFECTING CHANGED ATTITUDES

1. Participation was discovered to be the largest factor in producing the changed attitudes noted. The players showed more change of attitude than the audience and the actors showed more change than the members of the production staff.

a. Players versus Audience. For example, in Unit II, the movement of the players in the liberal direction was 9.65 percent as compared with the 6.11 percent of the movement for the audience in the same direction. In terms of the shift score, the mean shift score for the thirty-three players in this unit was + 7.75. For the one hundred nine members of the audience it was 4.94.

b. Actors versus Production Staff. The mean movement of the actors in Unit I was 2.37 percent in the positive or liberal direction while that of the production staff was 2.94 percent in the negative or conservative direction. The actors showed an average change of attitude 5.31 percent greater than that experienced by the members of the production staff. In Unit II, the difference between these two groups was 3.42 percent in favor of the actors. In Unit III, the findings were somewhat modified by the tendency of the audience as a whole to move in the conservative rather than the liberal direction when checked by its control group.

2. Age was also found to be a factor effecting the change of attitude noted. The older players registered a larger change of attitude than did the younger players, those who were of high-school age. In Unit I, the average movement of the older players in the liberal direction was 2.51 percent; that of the younger players was a negative conservative movement, .77 percent only, a difference of 3.28 percent in favor of the older players. A similar difference, 3.19 percent, obtained in Unit II between these

two groups. The inadequate sampling of younger players in Unit III yielded opposing findings for that unit.

3. The type or nature of the drama presented was found to be a determining factor in their relative effectiveness. The test findings supported by the interviews indicated that Drama PO was the most effective of the three dramas presented in Units I and II. The summary figures from which this inference and the subsequent inferences are made as to the effectiveness, in this investigation, of these three plays are contained in Table VI.

TABLE VI
COMBINATIONS OF DRAMAS COMPARED--UNITS I AND II
CORRECTED SCORE

Dramas	Number of Cases	Mean Movement in Liberal Direction	Unit
PO	24	+ 8.08 %	II
PO and RU	14	+ 9.56 %	II
PO and RU	3	+ 8.98 %	I
PO	0	-	I
PO and RU	14	+ 9.56 %	II
PO, RU and CH	52	+ 5.44 %	II
PO and RU	3	+ 8.98 %	I
PO, RU and CH	31	- 1.33 %	I
PO and CH	19	+ 3.10 %	II
PO and CH	9	+ 2.07 %	I

Drama PO stood high both by itself and in combination with Drama RU. Drama CH was regarded as least effective because of the low measurement of changes observed when it was found in combination with other plays. Drama RU was ranked second in effecting

change because of its apparent superiority over Drama CH when each was combined with Drama PO.

Moreover, in Unit III, Drama GOO proved most effective in changing attitudes when enveloped in a worship service, as will be made clear by reference to the shift scores recorded in Table V, page 14.

4. Exposure or number of dramas used was not as determining a factor as the nature of the dramas. Tables I to IV, pages 10-13, summarize the data in point here. When change was measured on the Watson instrument in terms of the shift score, those members of the audience in Unit II who witnessed three dramas manifested a larger amount of change than any other group in the audience, a mean shift in the liberal direction of + 6.18. However, in Unit I, the mean shift of + 7.74 was slightly less than that registered by those seeing two dramas. Moreover, in Units I and II, in terms of the Watson corrected score, those witnessing only two plays were superior to those witnessing three. Still more significant, it was not any two dramas but a particular combination of two dramas that produced largest measurable change of attitude; namely, Dramas PO and RU. The findings in Unit III support the same conclusion that the number of dramas seen was not as determining a factor in effecting changed attitudes, as was the nature of the drama witnessed.

5. The nature of the district whether urban or rural did seem to be a factor conditioning the results registered on the measuring instruments used. The urban community, Unit I, registered higher shift scores, indicative of the rejection of extremely prejudiced positions when moving in the liberal direction. The rural community, Unit II, registered higher percentage scores on the Watson test, indicative of the endorsement of radical positions

when moving into a more favorable attitude toward people of other races.

IV. CONCLUSIONS REACHED

The conclusions reached may be subsumed under eight headings.

1. Changed opinions as a result of the dramas were indicative of a kindly and more tolerant attitude toward people of other races when registered on the Watson instrument by the endorsement of fewer extremely prejudiced positions. Both extremely conservative and extremely liberal positions were abandoned by subjects who seemed to be coming into a more tolerant attitude. Persons rated by the investigator as very liberal in their attitudes showed this tendency consistently.

2. A marked and considerable change in attitude, containing an element of strongly positive good-will, was registered on the Watson instrument in two ways:

(a) By failure to endorse extreme conservatively prejudiced positions on the second test while endorsing practically the same extreme liberal positions taken on the first test.

(b) By the endorsement of radically liberal positions not endorsed at the first registration.

3. The semblance of reality in the dramas was a factor in their appeal. The persons interviewed commented appreciatively upon the aspects of the dramas which presented life in a manner true to the realities they had experienced.

4. There was a definite transfer to real life situations. This was revealed by the statements made in the interviews.¹

¹See Chapter V of the complete thesis for amplification of this point.

With continued association, both the dramatic and the real life situations came to seem to be of the same quality, both of them true to the possibilities of reality. Case XIV, who took the part of the leading character in Drama FO when it was presented in Unit II said:

There's parts of a play that remind me of things that have happened in real life, not necessarily the same kind of things, but something that the particular circumstances of the play suggests. ... When I think of the play, I think of these other past events in my life or the lives of people I've known. These different kind of events, the play ones and the real ones become associated together in my mind. The one makes me think of the other.

5. Change of attitude with respect to races was found to be general as well as specific. Excerpts from Case XI's interview illustrates this point.

I don't see how any one who listened to "The Color Line" could help wanting to feel different to people of another race, when they saw how Chun was treated and how he felt. ... I knew a couple of Chinese at high school, a boy and a girl. (This girl attended high school in a large city.)

But it wasn't of them I was reminded by "The Color Line." All the time we were practicing, when I read Chun's part, I couldn't help thinking of some negro boys and girls who went to high school. They were snubbed. People wouldn't take them in.

This statement of Case XI gained more significance when examination of the shift score data revealed that for Unit II, the percent gain for the players on negro items in the test was eighty four percent as compared with the percent gain on all items. For the audience that gain was ninety-eight percent.

6. The effectiveness of the dramas in changing attitude was found to be more or less proportional to the emotional response it induced. Larger changed attitudes of the test findings were paralleled by statements from the interviews in which these subjects testified to the emotional response they experienced while witnessing the dramas or participating in them. This has been

carefully evaluated.¹

7. Previously acquired attitudes on the part of the subjects conditioned both emotional response to the dramas and the kinds of opinion endorsed on the instrument used. Previously acquired hostility or indifference to a race effected the registration of opinion and was indicated by the endorsement of radically conservative positions. Favorable attitudes toward a race found expression in endorsement of fewer extremely conservative positions on the second test. A few subjects, however, did react more conservatively on the second test, though they appeared to have had a previously acquired tolerant attitude toward people of other races.

9. The indirect non-didactic presentation of a conflict situation proved superior to the direct and argumentative type. Dramas RU and PO appeared to be superior to Drama CH in producing changed attitudes on racial issues for the subjects of the experimental groups in Units I and II. Dramas RU and PO did not present the racial issue as such. They simply acquainted the subjects with certain specific characters from another racial group, as human beings facing the experiences common to people of all races. It would seem that this indirect approach is the more desirable one. For, after all, the important thing is not for people to be informed that there is a racial problem to be solved, but to come into attitudes, to acquire mental, emotional and motor sets, tending to assist in their satisfactory adjustment to people of other races. The acquisition of attitudes socially productive of good will is one means to the solution of the racial problem.

¹Careful validation of test findings by interview findings on this point will be found in the complete dissertation, pages 140 et seq.

V. APPLICATIONS SUGGESTED

The results of the study may be related to present religious educational procedure by the adoption of the following recommendations:

1. That serious problem dramas be presented in the church and parish by young people above high-school age, wherever they are available.

2. That those producing the dramas be given acting parts as well as the production staff offices, in order that the largest possible personal transformation of attitudes may be achieved by such persons.

3. That the dramas chosen for presentation be those that seem religious to the worshipping group; that turn the attention of audience and players to their own personal relationship to the whole meaning of existence.

